



STRESS OF TEACHERS WORKING AT PRIMARY SCHOOL IN KALAHANDI

Bharati Jani

Teacher Educator, DIET Rayagada, Bissamcuttack Odisha.

ABSTRACT

In the present study an attempt was made to compare teachers' stress of primary government and private school teachers of Narla and Bhawanipatna Block., District-Kalahandi. A sample of 100 teachers was selected, 50 each from government and private schools. Teachers' Stress Scale constructed and standardized was administered Michael J. Fimian. Findings revealed that in general, the primary school teachers have found to be highly stressed. Moreover, the private primary school teachers have also found to be highly stressed in comparison to their government primary school teacher counterparts.

KEYWORDS: Primary School Teachers, Teachers' Teacher Stress Inventory, Government School, Private School.

INTRODUCTION

There are many causes and levels of stress but stress is experienced at some level by all primary school teachers with varying consequences. The last decade has seen large changes to the teaching profession. Due to these changes teachers are working in more intense environments than ever before and reporting higher stress levels. Stein and Cutler (2002) define stress "as a total response to one's environmental demands and pressures and theorize that stress is an unavoidable part of life that everyone has to deal with" (as cited in Austin et al, 2005, p. 63). Specifically for teachers, "teacher stress may be defined as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, resulting from aspects of his work as a teacher" (Kyriacou, 2001, p.28). Teaching has become more challenging due to a number of factors including curriculum changes, discipline problems, increased pupil/teacher ratio, increased work load and more responsibilities. These changes have created the perception of teaching being an increasingly pressurised occupation (Chaplin, 2001). In addition, due to cuts in total education spending there are less resources available for students with more specialised needs further which further increased the demands placed on mainstream classroom teachers (Forlin, 2001). Although it is recognised that teachers face numerous stressors, research has identified a number of specific organisational stressors that affect teachers differently across different contexts; student misbehaviour (Kokkinos, 2007), workload and student behaviour (Klassen, 2010), role conflict, school stress, nonparticipation, role overload, task stress, management style, role ambiguity, supervisory support and peer support (Adams, 2001). Multiple studies have also explored the specific conditions that make teaching stressful, for example, teachers coping abilities (Pithers & Soden, 1998; McCormick et al., 2005; Richards, 2012), role-stress (Conley & Woosley, 2000), pupil behaviour (Robertson & Dunsumir, 2012) and inclusion (Forlin, 2001). These factors to increased stress to teachers will be investigated in this study, along with assessing if personality types contribute to perceived stress among teachers.

Wu, Li, Wang, Wang, Li (2006) reported on the effects of stress for both the individual and the organisation, specifically, the effectiveness of intervention and prevention strategies in reducing stress among teachers in middle schools in China. The researchers posit that stress is caused by a combination of individual characteristics and characteristics of the work environment. They believe that individual factors can influence how teachers perceive and react to workplace stressors. Their results show that many factors influencing occupational stress can be modified and controlled by prevention programmes. These factors are summed up into two groups, individual factors and environmental factors. The results showed that stress education and stress management training served a useful function in helping individuals to recognize the symptoms of stress and manage them. The current study aims to further investigate the relationship between personality traits and environmental factors and how this relationship influences stress. It is anticipated the results will provide institutions with a deeper understanding of work-related stress and its causes, facilitating the development of successful

Now days the world has become a global village and a lot of luxuries have come to the market. People want to get them all but could not afford. As a result they develop a kind of dissatisfaction among themselves. There are various conditions in the work life like excessive work, poor remuneration, nepotism and corruption and poor boss – employee relationship that also make them unsatisfied and stressed. Stress at work resulting from increasing complexities of work and its divergent demand has become a prominent and pervading feature of the modern organizations. Stress as opined by Robinson (2007), is a pressure of adverse

influences, circumstances (such as stress of teaching) that disturbs the natural physiological balance of the body. Malow-Iroff and Johnson (2006) are of the view that stress is the individual's response to the events (such as response to our biological temperament, interaction with others and the environmental conditions in which one is placed, etc. and the events themselves are stressors. Life events and the stress they place on the individual are not the problem until the individual fails to handle the situation competently and engages in poor coping skills. Stress may be the result of the individual characteristics of the person or related to his/her environment (Ahmad, Raheem and Jamal, 2003; Hansen and Sullivan, 2003; Bachkirova, 2005; Tytherleigh, Webb, Cooper and Ricketts, 2005; Betoret, 2006; Grebennikov and Wiggins, 2006; Jepson and Forrest, 2006; Lazuras, 2006 and Zhang, 2007). Although the teaching profession has traditionally been regarded as low stress but during the past two decades the situation is somersaulted (Olivier & Venter, 2003). Teaching is becoming more challenging as a profession: a more paper work, more bureaucracy and more unruly classes. Worldwide surveys reveal wide spread concern about the effects of stress on teachers' sense of well-being and their willingness to stay in the profession. Compared to the general population, teachers are at risk for higher levels of psychological distress and lower levels of job satisfaction. It is clear that teachers can be exposed to a number of sources of stress. Kyriacou (2001) also reported that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, administration, and management, and being exposed to generally poor working conditions prospects, unsatisfactory working conditions, ambiguity of the teacher's role, poor relationships with colleagues, pupils, and administrators, and job insecurity. The pupils of stressed teachers have less effective professional and personal attention with attendant negative educational consequences. There is also a general community cost. Therefore, all those factors which influence occupational stress of teachers and its consequences must be studied thoroughly.

SIGNIFICANCE OF THE STUDY

From the above discussions it is clear that certainly higher level of teachers' stress generates an attitude of apathy, non-involvement and non-cooperation which will lead to low quality of education, increase in wastage, increase in cost, work breakage, low efficiency and strained relation of the teachers with the management and with fellow teachers. Nowadays when India is progressing by leaps and bounds and is on the verge of becoming a developed nation, we cannot afford to neglect talents of our teachers because the teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be overlooked. The teacher influences the immature minds of the youth. He treats and moulds the young mind into various forms. The economic condition of teachers is also miserable and we know that our country is economically backward and the standard of the masses is very low. In present day society only those people command respects that have power and money. The society of the past which respected teachers has vanished. The poor teacher does not enjoy much prestige in the society of today. The proliferation of private schools, which are merely teaching shops, is another reason of the decline of a teacher's prestige. These schools employ teachers at very low salaries and the teachers cannot give his best to the students. There is a great dissatisfaction and frustration among teachers. Working conditions in schools and colleges are appalling. It is very sad that the persons in charge of education are themselves quite ignorant. They look down upon teachers as mere employees and nothing else. In such conditions, the teacher feels helpless and frustrated. Within the limited time period and on the basis of available literature the investigator could not find a single study which investigated the influence of the said vari-

ables on the level of teachers' stress of primary teachers. So it becomes very essential to know whether there is any influence of the said variables on the teachers' stress of primary teachers. It is in this specific context that the present investigation has been undertaken to specifically provide empirical answers to the following questions.

- What is the influence of the gender on the level of stress of primary school teachers?
- What is the difference in the level of stress of primary teachers in relation to the type of schools?

STATEMENT OF THE PROBLEM

Incorporating the above raised questions, the study has been formally titled as:

STRESS OF TEACHERS WORKING AT PRIMARY SCHOOL IN KALAHANDI

The principle aim of this study is to explore the differences in levels of stress among primary school teachers.

OBJECTIVES

- To know the level of stress among primary school teachers.
- To compare the stress of government and private primary school teachers.
- To compare the stress of male and female primary school teachers.
- To compare the stress of male and female teachers of government primary schools.
- To compare the stress of male and female teachers of private primary schools.
- To compare the stress of government and private primary school male and female teachers.
- To compare the stress of government and private primary school female teachers.

HYPOTHESES

The following null hypotheses have been formulated while dealing with the present problem:

- There is no significant level of stress among the primary school teachers.
- There is no significant difference in the level of stress of government and private primary school teachers.
- There is no significant difference in the level of stress of male and female primary school teachers.
- There is no significant difference in the level of stress of government male and government female primary school teachers.
- There is no significant difference in the level of stress of private male and private female primary school teachers.
- There is no significant difference in the level of stress of government school male and private school male primary school teachers.
- There is no significant difference in the level of stress of government school female and private school female primary school teachers.

METHODOLOGY

Present study is an empirical study and is exploratory in nature. In the present study data has been collected from government and private teachers of primary schools of Narla and Bhawanipatna Block, District – Kalahandi (Odisha) by administering Teachers' Stress Scale constructed and standardized was administered Michael J. Fimian

SAMPLE

In the present study data has been collected from government and private teachers of primary schools of Narla and Bhawanipatna Block, District – Kalahandi (Odisha). Kalahandi is one of the thirty districts of Odisha. District Kalahandi has eleven Blocks and Narla and Bhawanipatna Block is one of it. There are many primary schools which are recognised by Odisha government. On the basis of salary given to teachers there are two types schools - government schools where salary is given by the state government of Odisha and private schools where salary to the teachers is given by the management of the schools. The sample of the study is consisting of 100 primary school teachers of Narla and Bhawanipatna Block, District-Kalahandi. Researcher has selected first of all twenty primary schools (ten government schools and ten private schools) purposively. Further, at schools' level sample has been drawn by stratified random sampling technique. The 50% teachers are taken from government primary schools and 50% from pri-

ate primary schools. The sample is further divided into 50% male teachers and 50% female teachers in each category.

Tool Used

To know the level of teachers' stress in primary school teachers of Narla and Bhawanipatna Block, Teachers' Stress Scale developed by constructed and standardized was administered Michael J. Fimian. The Teacher Stress Inventory is composed of 49 stress-related and 9 optional demographic items and takes about 15 minutes to complete

STATISTICAL TECHNIQUES

To analyze the data and interpret the data, the investigator used the following statistical techniques:

- Mean and Standard Deviation
- t-test to compare groups

RESULT AND INTERPRETATION

Objective 1: To know the level of stress among primary school teachers

Table I Level of stress among primary school teachers No of Teachers

Level of Stress	No of Teachers	Percentages
Highly Stressed	65	65%
Moderately Stressed	20	20%
Low level of Stress	15	15%
Total	100	100%

It is observed from table I that the number of highly stressed primary school teachers comes out to be 65. This shows that 65% of the Primary school teachers have found to be highly stressed. Thus, the null hypothesis no.1, "There is no significant level of stress among the primary school teachers," is rejected.

Objective 2: To compare the stress of government and private primary school teachers.

Table II Mean, SD and t-value of government and private primary school teachers

Groups	Numbers of teachers	Mean	Standard deviation	t'-value	Level of significance
Private school teachers	50	60.26	3.65	2.14	0.05
Government School teachers	50	44.64	2.03		

It is clear from table II that t-value is 2.14 which is significant at 0.05 level. Thus the null hypothesis, "There is no significant difference in the level of stress of government and private primary school teachers," is rejected. This shows that there is a significant difference in the level of stress of government and private primary school teachers. The private primary school teachers are found to have significantly more stresses than their government primary school teacher counterparts.

Objective 3: To compare the stress of male and female primary school

Table III Mean, SD and t-value of male and female primary school teachers

Groups	Numbers of teachers	Mean	Standard deviation	t'-value	Level of significance
Male teachers	50	51.16	7.95	0.12	Not Significant
Female teachers	50	53.74	8.67		

It is clear from table III that t-value is 0.12 which is not significant. Thus, the null hypothesis, "There is no significant difference in the level of stress of male and female primary school teachers," is accepted. This shows that there is no significant difference in the level of stress of male and female primary school teachers.

Objective 4: To compare the stress of male and female teachers of government primary schools

Table IV Mean, SD and t-value of government male and government female primary school teachers

Groups	Numbers of teachers	Mean	Standard deviation	t'-value	Level of significance
Private school male teachers	25	46.36	2.01	0.01	Not Significant
Government School female teachers	25	45.36	1.80		

It is clear from table IV that t-value is 0.01 which is not significant. Thus, the null hypothesis 4, "There is no significant difference in the level of stress of government male and government female primary school teachers," is accepted. This shows that there is no significant difference in the level of stress of government male and government female primary school teachers.

Objective 5: To compare the stress of male and female teachers of private primary schools

Table V Mean, SD and t-value of private male and female primary school teachers

Groups	Numbers of teachers	Mean	Standard deviation	't'-value	Level of significance
Private school male teachers	25	58.40	3.98	1.3	Not Significant
Government School female teachers	25	62.12	2.02		

It is clear from table V that t-value is 1.3 which is not significant. Thus, the null hypothesis, "There is no significant difference in the level of stress of private male and private female primary school teachers," is accepted. This shows that there is no significant difference in the level of stress of private male and private female primary school teachers.

Objective 6: To compare the stress of government and private primary school male teachers

Table VI Mean, SD and t-value of government and private primary school male teachers

Groups	Numbers of teachers	Mean	Standard deviation	't'-value	Level of significance
Private school male teachers	25	43.49	2.01	4.41	0.01
Government School male teachers	25	58.4	3.98		

It is clear from table VI that t-value is 4.41 which is significant at 0.01 level. Thus, the null hypothesis, "There is no significant difference in the level of stress of government school male and private school male primary school teachers," is rejected. This shows that there is significant difference in the level of stress of government school male and private school male primary school teachers. The private school male teachers have found to be significantly more stressed than their government school male teacher counterparts.

Objective 7: To compare the stress of government and private primary school female teachers

Table VII Mean, SD and t-value of government and private primary school female teachers

Groups	Numbers of teachers	Mean	Standard deviation	't'-value	Level of significance
Private school female teachers	25	45.36	1.8	2.41	0.05
Government School female teachers	25	62.12	2.02		

It is clear from table VII that t-value is 2.41 which is significant at 0.05 level. Thus, the null hypothesis, "There is no significant difference in the level of stress of government school female and private school female primary school teachers," is accepted. This shows that there is significant difference in the level of stress. Similarly, here also, as in the case of private school male teachers, the private school female teachers have also found to be significantly highly stressed than their government school female counterparts.

DISCUSSION

From the results of the study it is clear that the primary school teachers as a whole are found to be highly stressed. This finding support the past research that the teaching profession has become one of the most stressful profession (Olivier & Venter, 2003). The next finding of this study revealed that on the basis of type of school private school teachers face more stress than the government teachers this may be due to low salary and more burden of work in the private schools. This result is in line with the findings of John (2007) and Ravichandran & Rajendran (2007).

The next finding of this study revealed that there is no significant difference in the level of stress of male and female primary school teachers. This result contradict with the findings of Aftab & Khatoon (2012), Anbuchelvan (2010), Chopra & Gartia (2009). Further from the result it is clear that no significant difference has been found in the level of stress of government male and government female primary school teachers. This result contradict with the findings of Cooper & Kelly (1993), De Nobile & McCormick (2007), Okoza et al. (2010), Reddy (2011), and Yang et al. (2009). Similarly, private school, male and female primary school teachers have been found to differ non-significantly in the level of stress. The private school male teachers have found to be significantly more stressed than their government school male teacher counterparts. Similarly, here also, as in the case of private school male teachers, the private school female teachers have also found to be significantly highly stressed than their government school female counterparts.

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